DOCUMENT RESUME

ED 028 009 32 RC 003 327

California Plan for the Education of Migrant Children. Evaluation Report, July 1, 1967 - June 30, 1968.
California State Dept. of Education, Sacramento. Office of Compensatory Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date 68
Note-25p.
EDRS Price MF-$0.25 HC-$1.35
Descriptors-Bilingual Students, Community Involvement, Educational Innovation, English (Second Language), Individualized Instruction, Institutes (Training Programs), Interstate Programs, Mexican Americans, *Migrant Child Education, Migrant Children, Objective Tests, Preschool Education, Rating Scales, Speech Skills, *Student Records, *Supplementary Education, *Teacher Aides, *Teacher Education
Identifiers-*California

The California Plan for the Education of Migrant Children was an innovative approach designed to provide supplementary educational services to migrant children. The two major programs were (1) supplemental assistance to school districts and county offices to establish new and strengthen existing programs, and (2) interstate programs to coodinate efforts among states. Program I consisted of supplementary education services, a teacher assistant program, and migrant teacher institutes. Program II served as a vehicle for the cooperative development of a uniform Migrant Student Record Transfer form made available to all states. To evaluate the effectiveness of program activities, various types of objective measuring instruments, case studies, and subjective data were used. Recommendations were that (1) funds be provided to serve children younger than 5 years of age, (2) more lead-time be allowed for planning all aspects of the program, (3) guidelines be made available to states well in advance, (4) allocation for administration activities by increased to at least 5 % of the state's allocations, and (5) migrancy be defined by the Federal government for uniform application. (CM)

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RC 003327

CALIFORNIA PLAN FOR THE EDUCATION OF MIGRANT CHILDREN

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evaluation report

1968

CALIFORNIA STATE DEPARTMENT OF EDUCATION
SACRAMENTO

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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CALIFORNIA PLAN
for the
EDUCATION OF MIGRANT CHILDREN

Authorized Under Public Law 89—750, Title I
Elementary and Secondary Education Act of 1965

EVALUATION REPORT
July 1, 1967 — June 30, 1968

Prepared By:
Office of Compensatory Education
Bureau of Community Services
and Migrant Education

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Max Rafferty
Superintendent of Public Instruction
Sacramento

1968

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Therefore, the Elementary and Secondary Education Act of 1965, Title I program, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law.

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PREFACE

This report, written in compliance with Federal requirements, describes California's efforts to satisfy the educational needs of migrant children during the fiscal year 1968. It is a progress report on the types of educational activities implemented under Title I of the Elementary and Secondary Education Act, amended in 1966 by Public Law 89–750. Insofar as possible, it chronicles all activities designed to strengthen educational programs for children whose families follow the crops. The results obtained during the period covered by this report are by no means conclusive, however, they reflect an educational commitment, an ever-increasing professional sophistication and an encouraging optimism on the part of local school districts, County Offices and the State Department of Education.

Financial assistance to school districts who receive migrant children was initiated in the spring and summer of 1967, and continued and expanded in 1968. Of an estimated 80,000 school-age children defined as migrants, 28,740 received services with 1968 funds. While this number represents only a small percentage of the total number of eligible migrant children in the State, every effort was made within the limits of the funds to serve those most in need of assistance.

The emphasis of the California Plan for the Education of Migrant Children is, and will continue to be, on meeting the most pressing educational needs of migrant children through comprehensive and innovative programs. The breadth of future efforts will be limited only by the availability of financial resources.

Acknowledgment for the preparation of this evaluation report is given to Mr. Ralph Benner and Mr. Ramiro Reyes, Consultants in the Bureau of Community Services and Migrant Education, Office of Compensatory Education. Dissemination of this document to school districts and other interested agencies will be conducted by their office.

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I - INNOVATIVE PROJECTS

The California Plan for the Education of Migrant Children was submitted as the master project for the State of California under Public Law 89–750 for the 1968 fiscal year. Under this master project, 38 sub-projects were organized to provide services to 28,740 migrant children in 27 counties. The Plan was implemented by the California State Department of Education, Office of Compensatory Education, Bureau of Community Services and Migrant Education with the cooperation and assistance of 175 school districts and 27 County Superintendents of Schools.

I INNOVATIVE PROJECTS

The California Plan for the Education of Migrant Children was an innovative approach designed to provide supplementary educational services to migrant children. The Plan consisted of two major programs:

I. **Supplemental assistance to school districts and County Offices to establish new programs and to strengthen, support and maintain existing educational programs for migrant children.**

II. **Interstate projects to coordinate efforts on behalf of migrants among several states so as to assure continuity of education.**

Under Program I, provision was made for serving migrant children in all areas of the State where major impactions of migrants occur. Assistance was in proportion to the numbers of migrant children needing the services.

SUPPLEMENTAL ASSISTANCE

The 44 counties in California where migrants are employed were identified and grouped into seven areas. Within each of these areas, county superintendents of schools and/or local school districts that had identified concentrations of migrant children were encouraged to submit proposals for supplementary educational services to these children. Thirty-five such proposals were approved and funded as part of the California Plan.

Of these 35 proposals, 15 provided supplementary educational services during the regular school term, while seven provided for supplementary summer school programs. Thirteen proposals combined both summer and in-school programs; however, all programs were limited to the six months or less of highest impaction of migrants in the district or area to be served.

Each proposal was designed to meet the most pressing unmet needs of migrant children in that area, consistent with the overall State Plan. In addition, all programs provided services to children over and above the services provided through district or other funding sources. Since existing resources and programs differed greatly between districts and areas throughout the State, there resulted a considerable variation among the services funded under the California Plan.

teacher assistant program

A 'MINI-CORPS'

Also under Program I, the Migrant Teacher Assistant Program--Mini-Corps was continued and expanded. It provided for the training and employment of 100 college students as teacher assistants in summer school programs in five of the State's seven areas. Students were selected from bilingual college freshmen and sophomores who planned careers in teaching or social service, and who came from migrant backgrounds.

Major objectives of the Mini-Corps program were to encourage former migrants to continue their college education, to provide a group of well trained teacher assistants to work in the migrant programs, and to increase the students' interest in pursuing a teaching career, especially one giving particular emphasis to the education of the disadvantaged and the migrant.

Students in the Mini-Corps were given two weeks of intensive pre-service training in one of three California State Colleges. During this training, most of them lived in migrant labor camps in order to become acquainted with the migrant families and to better develop programs for their benefit. A common course of study for Mini-Corps students was developed by cooperating colleges, County Office staffs and the State Department of Education, and much of the training was coordinated with that given to teachers enrolled in Migrant Teacher Institutes.

At the conclusion of the training period, students were assigned to work as teacher assistants in the summer school programs for migrant children. Their work was supervised by school district personnel and instructors from the participating colleges. In addition to their duties in the summer schools, Mini-Corpsmen conducted a wide variety of educational and recreational programs for migrant families in the camps.

During the last week of their assignment, Mini—Corps students returned to the colleges to participate in an evaluation of their training and field experience. A study of these evaluations and of those made by the project evaluation team confirms that the Mini-Corps program was successful in attaining its major objectives; consequently, recommendations have been made for its renewal in the subsequent fiscal year.

Program II included activities which involved interstate cooperation in order to assure continuity of education for migrant children. Two programs, the Teacher Institutes for Migrant Education and the Interstate Record Transfer Project, were innovative and exemplary in this respect and are described below.

MIGRANT TEACHER INSTITUTES

The Migrant Teacher Institutes offered teachers of school districts cooperating in the California Plan for the Education of Migrant Children an intensive course of instruction on the principles, problems and practices of teaching migrant children. The course was offered at five California State Colleges and served 212 teachers, including five from other states. It consisted of a three week on-campus session, supervised practical experience in summer programs of cooperating schools and a two-day critique on the college campuses at the end of the summer.

The course of study for the five Institutes was developed cooperatively by staff members from the participating colleges, four County Superintendents of Schools and the State Department of Education. The Institute staffs were specially selected and a common group of consultants was employed for all Institutes.

Institute sessions, as well as changes in the effectiveness of the teachers as a result of the Institutes, were evaluated by the instructors and by the participating teachers and their school administrators. A significant improvement in attitude and in degree of effectiveness was noted in a majority of the participating teachers.

interstate records

INTERSTATE RECORD TRANSFER PROJECT

One of the most innovative proposals submitted this year contained plans for the development of a nationwide depository and transfer system to expedite the exchange of school and health records of migrant students. Originally, the system was to have functioned as a part of the California Total Educational Information System. It was quickly recognized, however, that a system for California alone would not truly serve the needs of the thousands of interstate migrant students who come to California each year. In addition, it rapidly became apparent that all other states participating in migrant education programs were interested in the development of a similar system, but one which would have nationwide scope.

As a result of this mutual concern, representatives from twenty-one states met in Phoenix, Arizona on February 15, 1968, and appointed a committee from eight of the largest migrant states to work on the problem. The California project was adjusted to provide the vehicle through which a nationwide system could be developed, and by means of which the interstate committee could accomplish its purpose.

Working throughout the remainder of the year, and with the cooperation of the interstate committee, the California project staff developed the specifications for a nationwide depository and transfer system which could be operated manually or in an automated environment. Use of either mode was to allow states to participate in the system without regard to size of migrant population or resources.

The California project also served as a vehicle for the cooperative development of a uniform Migrant Student Record Transfer form which is to be made available to all states.

EXEMPLARY ACTIVITIES AT THE LOCAL LEVEL

Within the proposals submitted by local educational agencies were many innovative and exemplary activities such as the following:

- **In 18 flash-peak housing centers, local educational agencies conducted pre-school education programs for children three to five years of age. (Activities for these age groups are authorized in California as a part of the regular school program.) Daily sessions lasting four hours were made possible through the cooperation of the State Office of Economic Opportunity and the Office of Compensatory Education. The pre-school curriculum consisted of activities which promoted the intellectual, psychological, social and physical development of the children.**

- **Major educational activities for other migrant children included oral language development and programs of English as a Second Language. Evaluations of these programs indicate observable language improvement, greater ease in the classroom environment, and increased participation in all areas of instruction on the part of migrant students.**

- **Nutritional and health activities were a part of most of the programs. One program, utilizing parent cooperation, developed balanced ethnic diets for the Mexican-American migrants. Another project provided complete medical examinations for 378 migrant children with follow-up medical attention, often involving surgery, for 103 of those examined.**

- **Most of the programs included home – school – community liaison services. Such services usually required the employment of bilingual aides to enhance communication between migrant parents and the schools. These aides proved effective in improving relations between migrant parents and the schools and their efforts resulted in better attendance on the part of migrant students.**

- **Individual instruction, small group instruction and tutoring services were reported by several of the participating districts. These activities resulted in improved student classroom performance and self-concept and in heightened classroom participation.**

II - OBJECTIVE MEASUREMENTS

All schools participating in the California Plan for the Education of Migrant Children attempted to administer at least one standardized achievement test to each migrant child participating in a reading or mathematics activity. This attempt was not entirely successful. The transient nature of the migrant population together with the discontinuity of programs which resulted made it impossible to test all the children. However, some of the districts in which migrants tend to be stable over a period of months were able to complete a pre-post test cycle. A few districts were able to identify reasonably comparable groups of resident children with which a comparison of test results could be made.

Many districts attempted to use some type of objective measuring instrument to assess the effectiveness of program activities. In some instances, these attempts produced evidence of positive improvement in pupil performance, but in many more the results remain inconclusive.

The tests used most frequently were the California Achievement Test, the California Test of Mental Maturity, the Peabody Picture Vocabulary Test, the Durrell Reading Analysis Test, and the Wide-Range Achievement Test.

In reporting on the use of standardized tests, cases cited are those that gave adequate information concerning the population treated so that definite conclusions could be made, and those which involved a large enough number of students so as to have significance.

This study is taken from the evaluation report of a program in the southern part of the State where a large number of home-based migrants were enrolled for several months. One hundred students in grades 1-6 who were in the program for a period of five months were compared with 100 resident children. It was tentatively concluded that the only difference between the migrant group and the resident group was that the migrant children did not have a significant portion of their in-school training at the home-base school.

The migrant students ranged in achievement test scores from .1 to 1.4 years behind the resident students. A study of median test scores, however, indicates that the migrant children who remained in school through pre— and post— testing improved to a marked degree. In some cases, their growth surpassed that of the resident population. Test scores also indicate that the migrant and resident children were working at or near grade level in the primary grades. In the upper grades, the resident students surpassed the achievement of the migrants. This difference may be attributed, in part, to situations in which the older children remained out of school to work for a longer time before their return to school.

A comparison of median grade placement scores for 100 migrant and 100 resident pupils is shown in Table I.

TABLE I

Comparison of Median Scores in Reading and Mathematics
100 Migrant and 100 Resident Pupils: California Achievement Test

	Migrant		Resident		Gain (Months) Reading		Math	
Grade	Reading	Math	Reading	Math	Mig.	Res.	Mig.	Res.
1 Pre	1.3	1.2	1.3	1.2				
Post	1.8	1.9	1.8	2.0	5	5	7	8
2 Pre	1.8	2.0	1.9	2.1				
Post	2.2	2.7	2.5	2.4	4	6	7	3
3 Pre	2.4	3.0	3.1	3.4				
Post	3.2	3.8	3.9	4.1	8	8	8	7
4 Pre	3.6	3.9	3.8	4.4				
Post	3.9	4.4	4.6	4.8	4	2	6	1
5 Pre	4.3	5.2	4.8	5.3				
Post	5.1	5.3	5.4	5.4	9	5	1	1
6 Pre	4.5	5.6	5.2	6.1				
Post	5.5	6.3	5.8	6.5	9	6	7	4

test scores

Figure A shows the mean reading achievement scores of migrant students on pre– and post–tests as compared with published norms for each grade. It will be noted that on both pre– and post–tests, first grade migrant pupils scored above the median scores for that grade level.

In Figure B, gains recorded for the migrant group are compared with the gains made by the comparison group. The latter was composed of 100 resident children with approximately the same learning difficulties as the migrant group. It is indicated that in reading, migrant children in grades 3, 4, 5 and 6 made greater gains than the comparison group of resident children.

FIGURE A
Comparison of Reading Scores for 100 Migrant Students With Published Norms: California Achievement Test

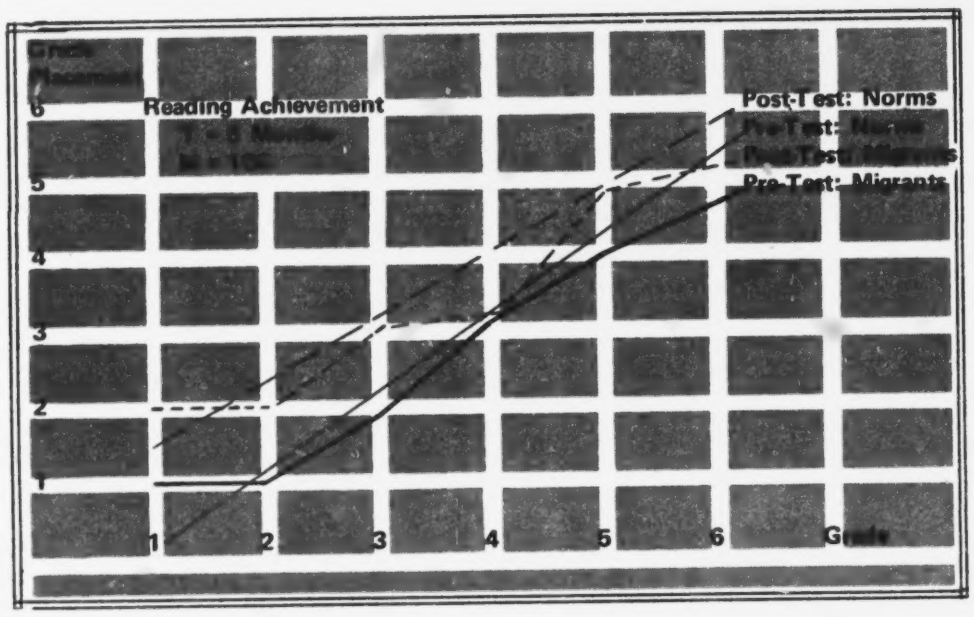
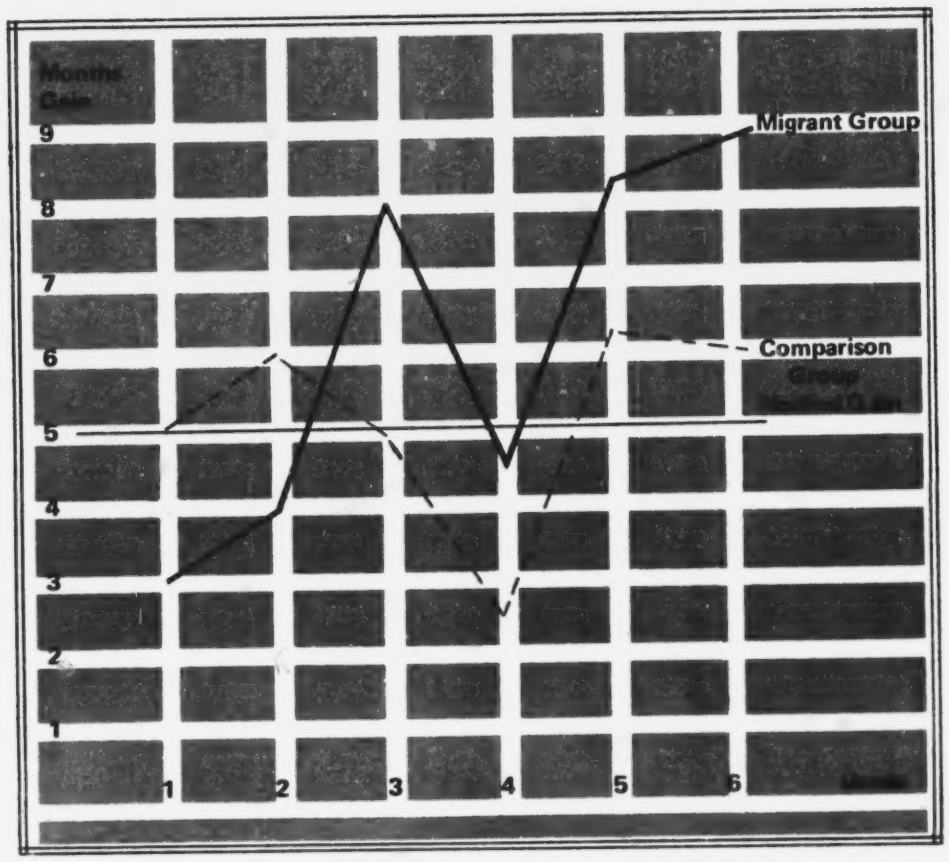


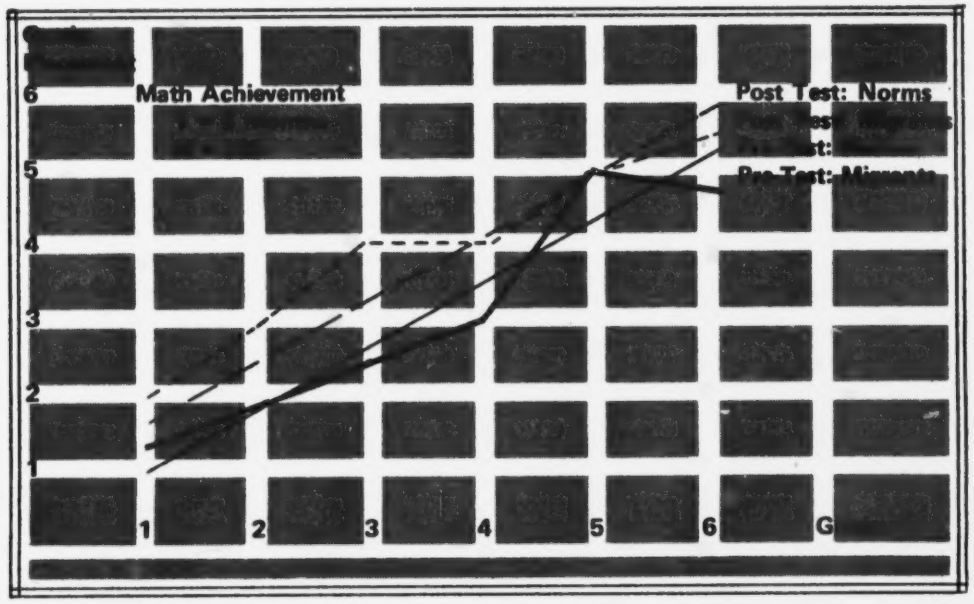
FIGURE B
Comparison of Gain in Scores on the California Reading Test of Migrant and Resident Children



Migrant students were also measured with the California Achievement Test in arithmetic. The pre– and post–test results shown in Figure C indicate that most of the children performed at or above national norms in mathematics, in contrast to their below-average performance in reading. The fourth and sixth grades were the only groups who functioned below the test publisher's norms.

FIGURE C

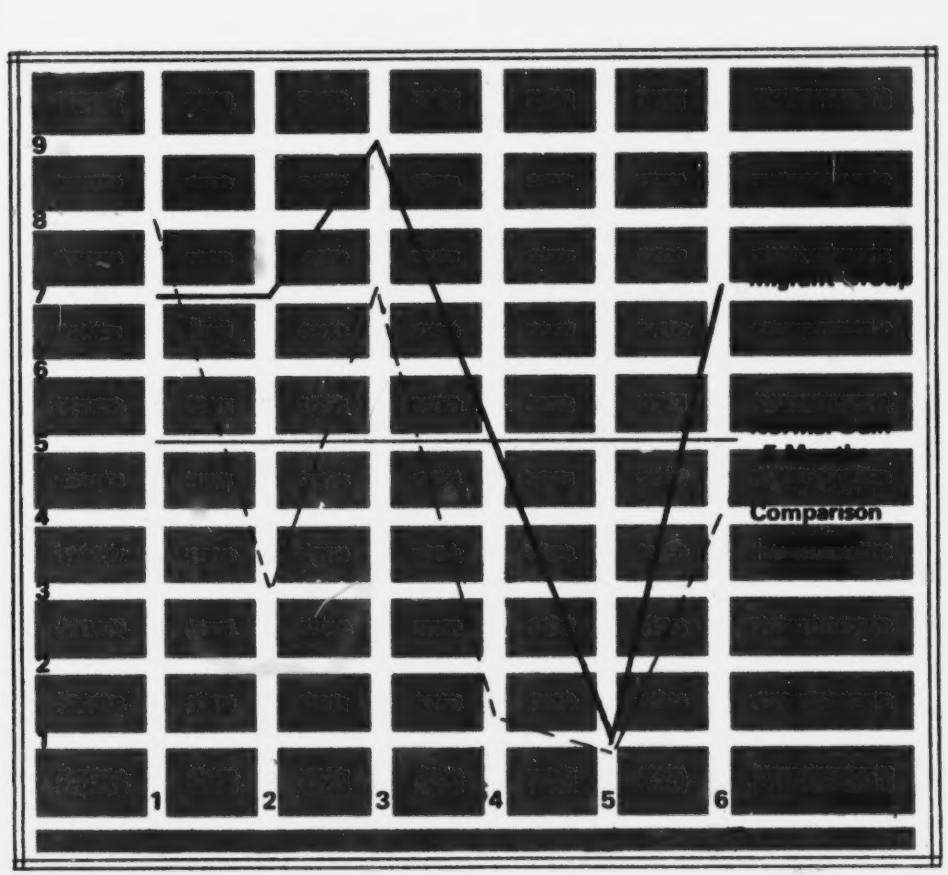
Comparison of Mathematics Scores for 100 Migrant Students with Published Norms: California Achievement Test



In Figure D, a comparison of gains in arithmetic scores between migrant and resident children indicates that only at the first grade level did the resident children gain more than the migrant children. In the second, third, fourth and sixth grades, migrant children made greater gains than did the comparison group of resident children.

FIGURE D

Comparison of Gain in Scores on the California Arithmetic Test of Migrant and Resident Children



case no. 2

In this study, 24 resident children were compared to 24 migrant children who received extra reading help from two teacher aides. Originally, the migrant group included 35 to 40 children, but because of the mobility of the migrant children and the difficulty of obtaining a comparison group of similar size, groups of 24 were finally chosen. The total period of time in the program for any of the children was four months.

Both groups were administered the Wide-Range Reading Achievement Test and the Peabody Picture Vocabulary Test in November 1967 and retested at the end of March 1968. The tests were used to measure both reading achievement and growth in the understanding of English.

On the Peabody Picture Vocabulary post–test, the raw scores of the 24 migrant children improved by 5.4 points. The 24 resident children achieved a mean gain on the post–test of 4.6 raw score points. On the Wide-Range Achievement Test, the scores of the migrant students showed a mean gain of eight months. Those of the resident students showed a mean gain of four months.

The improvement in test scores of the migrant students was greater on both tests than that of the residents. This difference was attributed by the evaluators to the special help provided to migrant students.

The mobility of the migrant population plus the inadequate identification of migrant children made it difficult to interpret the data presented. Some districts, too, appeared reluctant to recognize that differences between migrant children and other disadvantaged children generally require that the migrant children be provided a program different from that offered to regular Title I children. Nevertheless, there was almost complete agreement among the evaluation reports that the use of standardized tests with the migrant population, particularly group tests, is highly questionable. Common reasons given by school districts for this judgment included the difficulty of finding tests suitable for use with these children and the high degree of mobility among migrants which often prevents completion of testing cycles.

A significant lack of evidence regarding the use of standardized individual tests for diagnostic purposes or for assessing progress was especially noted. However, since there were some areas where adequate reporting was done, the deficiency might have been due to the program evaluation strategies employed by school personnel. For example, a few school districts included provisions for psychological services in their proposals, however, there was little evidence that these services were utilized in the evaluation process.

In general, the greatest difficulties encountered by the project staff in interpreting data submitted by the participating schools were caused by the following:

- failure to furnish adequate information about the population treated
- failure to indicate the numbers of children treated
- failure to indicate the duration of the treatment period
- failure to indicate whether or not the same individuals were given both pre– and post–tests, and
- failure to record the data on the forms provided, so as to allow a comparison with data from other districts.

III - SUBJECTIVE DATA

School districts used a variety of techniques to gather subjective data concerning the effectiveness of their programs. They employed aides to interview parents and community residents. Information was obtained by means of questionnaires, opinionnaires, anecdotal records and rating scales. Written reports of teachers, aides, nurses and other project personnel were used to gain insight into changes of attitude and behavior on the part of parents and children. Two illustrations of the techniques frequently employed are given below.

Questionnaire:

One district submitted responses of their classified staff concerning the migrant program.

Question: "State your reaction to the migrant program."

Typical Answers:

- "The program for migrant children is the most helpful program I know of."
- "I hope there will always be a program like this for migrant children."
- "For the first ime I have seen the taxpayers' money spent on a worthwhile project in our own community."

Question: "Can you see behavioral changes in the migrant children?"

Typical Answers:

- "Yes, I think the migrant children are more at ease now. They talk more than they did at the first of the program, and they eat much better, and seem happier."
- "What I saw in the behavioral change of these children was positive. They know that there is something other than poverty, tomato fields, and grapes during their summer traveling, and I also have seen that many of these have come away from this program with a positive view of education."
- "At first they were quite unfriendly and stubborn, now they are more friendly, look healthier, and eat more like normal children. A few, of course, need more training on the behavior problem.

rating scale

Teachers who participated in the Migrant Teacher Institutes were asked to rate the growth and improvement of children with whom they worked during the summer program. A summary of their responses in rating 352 children on 13 variables is shown in Table II.

The subjective data provided evidence that most activities were highly successful in meeting the objectives of the program. As a result of these activities, migrant children were given assistance in overcoming their educational handicaps. The children improved in their classroom performance, general attitude toward school, regularity of attendance and general behavior. Positive steps were taken to improve their general health, nutritional status, morale, self-concept, and peer relationships.

Migrant parents expressed their satisfaction with the programs. Interest in their children's education improved, as did the parents' own participation in school and community activities.

Community residents are acquiring increased awareness of the problems of migrants and exhibiting greater willingness to participate in obtaining solutions. There is evidence that many migrants in California are staying longer in those communities where good programs have improved conditions for them. As a result, children are remaining in school for longer periods and attending fewer schools; factors which greatly improve the continuity of a migrant child's education.

TABLE II

Composite Teacher Ratings of Pupil Growth and Improvement
352 Children

1. Feeling of Self-Worth	89	164	67	3	9
2. General Health	24	182	91	3	52
3. General Appearance	32	83	168	7	60
4. Initiative (willingness to try)	174	78	87	5	8
5. Classroom Participation	124	143	77	8	0
6. Enthusiasm and Interest	119	147	83	4	0
7. Interpersonal Relations	87	165	96	4	0
8. Facility in English Usage	49	132	174	5	3
9. Home and School Communications	39	147	102	1	63
10. Attendance	21	81	247	2	9
11. Auditory Discrimination	48	118	114	3	72
12. Visual Discrimination	52	102	130	1	66
13. Extended Day Activities	83	77	188	0	37

IV - GENERAL PROGRAM EFFECTIVENESS

NEW SERVICES

Services offered to migrant children during the 1968 fiscal year were essentially those offered the previous year. With additional funds, however, services were expanded to include many more school districts and to serve many more migrant children than were served in the previous year. Last year, 5,412 migrant children attended summer programs. During the summer of 1968, this increased to 14,722 children.

An approach which has proved particularly effective has been to insist that programs for migrant children be fully integrated with the regular State and district-supported programs for resident students. This has resulted in a complete integration of migrant children with resident children, a substantial increase in the degree of district participation in migrant programs and an increase in the overall number of summer programs offered in the State.

Pre-school programs for children three to five years of age were greatly expanded and served 2,020 children in fiscal 1968. These programs, authorized under California law, have been provided for resident children for several years. This year, the program was expanded to include migrant children who were residents in flash-peak housing centers during the summer of 1968. Although test data on this group is unavailable, the judgment of teachers, administrators and other project personnel is that the intellectual and social development of participating children was greatly enhanced by the programs and that the children's readiness for kindergarten programs was greater than it would have been had the programs not been offered.

MOST EFFECTIVE ACTIVITIES

For children in pre-school through grade three, language development, home-school-community liaison services, health and nutrition services, cultural enrichment, and individualized instruction appear to have been the most effective activities.

In grades four through six, activities related to language development, English as a Second Language, home-school liaison work, health and nutrition services and cultural enrichment seemed most effective.

In grades seven through 12, activities promoting language development, cultural enrichment, individual instruction, tutoring services, health and nutrition services and recreation activities were those judged most effective.

Not only were the above-named activities, those most widely provided for migrant children; subjective evaluation by teachers, administrators and other project staff indicates that the same activities were also the most effective with those age groups.

classroom procedures

Evaluation of the activities and services for migrant children showed that the most effective procedures in improving the achievement, behavior and self-concepts of migrant children were those which made possible a high degree of individual attention and promoted interaction between the migrant student and a sympathetic and knowledgeable adult. This was accomplished by providing teacher specialists, teacher assistants and teacher aides to reduce the ratio of students to adults and to provide individual and small group instruction.

Since the California Plan has, as a major objective, the full integration of migrant children into the mainstream of American life, all migrant students were enrolled with resident students in regular school district classes. Children who needed specialized instruction in English as a Second Language, language development, speech therapy and the like, were placed in special classrooms and provided short periods of instruction by teacher specialists and aides. This special instruction never constituted the major portion of the school day, hence it allowed migrant children to be instructed in completely integrated classrooms the greater part of each day. Summer programs, cultural enrichment and recreational activities, too, were designed so as to bring about full participation in community activities with the resident population.

Most programs utilized the services of home–school – community liaison personnel to promote communication and interaction of migrant families with the school and the resident community. In addition, all California school districts participating in programs of migrant education were required to have a school district advisory committee composed of a cross section of the community, and including the parents of migrant children. These committees advised the board and administration of the school by helping to identify local needs, establish objectives and define program priorities, consistent with the provisions of the master plan.

All of the efforts made to integrate the migrant population with the mainstream of school and community life have had a most beneficial effect on the program. There is increasing evidence that migrants are attracted to, and remain longer, in those districts that most effectively involve them in the programs.

V - INTERRELATIONSHIPS WITH REGULAR TITLE I PROGRAMS

All educational programs operated under the California Plan for the Education of Migrant Children are required to be supplementary to, and to complement all other programs available in the district. Thus, services provided under the migrant program must supplement those provided under regular Title I programs. It should be noted, however, that in many districts migrant children are not eligible to be served by regular Title I programs.

The amount of funds allocated to California for regular Title I programs is far too small to meet even the most pressing educational needs of all disadvantaged children. In larger school districts, proper implementation of Title I programs has required school districts to designate target areas--areas in which the highest concentrations of low income families are found. Except in smaller rural districts, agricultural workers tend to reside outside of these high concentration target areas, consequently their children are often not eligible for regular Title I services. Also, since many of the most pressing educational needs of migrant children are similar to those of resident disadvantaged children, larger districts tend to provide similar services for the two groups through the two funding sources.

In smaller districts, however, migrant children are often found among the population eligible for regular Title I services. These districts have included some of the migrant children in the regular Title I programs and have provided them additional services with migrant funds as well.

Many school districts have been able to utilize some of the same personnel, facilities and equipment in both the regular Title I program and the migrant program. Costs in these cases have been prorated between the two programs. In-service training for personnel has been made available to employees of both programs, and teachers and administrators given special training in the Migrant Teacher Institutes have been widely utilized in conducting such programs.

VI - COORDINATION WITH OTHER PROGRAMS

A wide variety of Federal, State, county and local resources was employed in order to provide comprehensive services to migrant families in California. Federal funds supported programs under Titles I, III and V of the Elementary and Secondary Education Act, Titles III and V of the National Defense Education Act, the Economic Opportunity Agency, the Vocational Education Act, the Social Security Act and others. Programs funded with State monies provided relocatable school housing for migrant impacted school districts, pre-school education and children's centers, and regular support to schools. The State Office of Economic Opportunity provided programs of employment, health, education, housing, legal services, consumer education and community organization. Counties provided programs through Departments of Public Health, Education, Public Welfare, and Housing. Many local community and service organizations also contributed to programs for migrants.

In all areas of the State in which the California Plan for the Education of Migrant Children operated, an intensive effort was mounted to coordinate all programs providing services to migrant families. The effort focused on establishing the most comprehensive program of services to migrant families possible, while avoiding duplication of services by the participating agencies. In each county, a migrant education advisory committee was established under the leadership of the county superintendent of schools. Those committees, composed of representatives of the agencies and organizations in the county providing services to migrants, served as a coordinating body.

At the State level, personnel of the State Department of Education provided liaison with other State agencies and with statewide organizations who had programs for migrants.

Although a high degree of coordination and cooperation has been achieved and maintained between the various agencies and organizations serving migrants in the State, some problems are developing for which no easy solutions appear available. These problems, which prevent the highest level of program coordination between organizations, involve differences in guidelines, regulations, policies and definitions.

In spite of the large number of programs providing services to migrants in California and the quality of service provided, the problems facing migrant families and migrant children can be treated only superficially with the funds available. Problems of continuity of special educational services to migrant children still exist. Many children suffer from health and nutritional handicaps and from inadequate early childhood educational experiences. Additonal funding for programs for two, three and four-year-olds is badly needed.

The present level of funding allows only those areas of the State which have major impactions of migrants to participate in the program; therefore, it was possible to conduct programs in only 176 of California's 1,158 school districts. As a result, many migrant children were not benefited by the direct services provided under the California Plan for the Education of Migrant Children.

VII - COMMUNITY INVOLVEMENT

A major effort of the migrant education program in California has centered on effecting maximum community involvement in the program. One thrust within this effort has been the development of school district advisory committees to assist in the identification of needs, planning of programs to meet those needs, and evaluation of the effectiveness of the programs in meeting those needs. In districts participating in the program it is required that migrant parents be included on, and participate in the deliberations of, these advisory committees.

Another thrust has been the employment of personnel to provide liaison between the school and migrant families so as to improve communication. Parents of migrant children as well as other migrant family members have been a major source of these aides. Migrant parents have also been used as teachers aides and have been employed in other positions in the schools at sub-professional levels.

Schools participating in the Plan provided fiestas, dinners and many other activities to which migrant parents received special invitations, and in which they participated extensively.

Efforts to involve migrant parents in the program have resulted in a heightened interest in the schools, the development of better attitudes regarding the schools and education on the part of both parents and children, and improved attendance of migrant children.

In many areas, involvement of the total community is producing an increased concern for the problems and conditions facing migrant families and a greater understanding and acceptance of this group by the resident population.

VIII - NON-PUBLIC SCHOOL PARTICIPATION

No migrant children who participated in the California Plan for the Education of Migrant Children were attending non-public schools at the time that they received services. The number of non-public schools has decreased significantly in the last year, and for the most part, those remaining have long waiting lists. Therefore, it appears that migrants, who rarely remain long in one community, seldom gain admission to non-public schools.

It is possible that a few interstate migrant children who attend non-public schools at the home-base might have participated in summer programs in California public schools. The number of such children appears to be insignificant.

IX - DISSEMINATION OF INFORMATION

California has used a variety of techniques for the dissemination of information and materials on an interstate basis. Memos and publications developed in California have been distributed to state education departments of cooperating states. Copies of exemplary curriculum materials developed in California for use with migrant children have also been distributed.

Conferences have been held with representatives of other states for exchange of information and for planning of interstate cooperative activities and programs. Several persons from other states have participated in California's summer workshops for the training of migrant education personnel.

Quarterly meetings have been held with representatives of the States of Arizona, Colorado, New Mexico, Oregon, Texas and Washington for the purpose of furthering interstate cooperation between states of the western region.

The sound, color film, "The Migrant Education Story," has been shown in at least 17 other states. Viewers included personnel of state departments of education, of college and university classes and of other migrant projects. Another motion picture entitled, "An Attitude, Not a Place," will be ready for distribution in the very near future.

Techniques used for interstate dissemination of information have also been used within the State. In addition, State Department of Education staff members have participated in numerous pre-service and in-service education programs throughout California Regular bi-monthly meetings of personnel responsible for the conduct of programs in all areas of the State have been held throughout the year. These meetings have been conducted in different areas of the State in order that project personnel might have opportunities for inter-regional visitation. In conclusion, consultants also have conferred with personnel in all project areas to disseminate information and materials on program planning, program development and content, methods of operation and program evaluation.

X • PROBLEM AREAS AND RECOMMENDATIONS

The greatest problems encountered by the State Department of Education in implementing the migrant program continue to be those related to funding. Although some progress has been made, there is still uncertainty concerning the amount of funds which will be available for the implementation of programs. There is still insufficient time, after funding is assured, to allow for adequate planning and staffing of projects. The amount of funds is still inadequate to meet any, but the most pressing educational needs of some of the migrant children in California. Programs have necessarily been limited to areas of highest concentration of migrants and to peak impaction periods. Thus, only some of the eligible children receive services, and these only for a part of the year.

recommendations:

- Provision should be made to provide funds for programs to serve children younger than five years of age.
- The State Department of Education needs more lead-time for planning all aspects of the migrant education program.
- Guidelines for project applications and formats for statistical and evaluation data must be made available to states well in advance of the beginning of the fiscal year.

X - CONTINUED

Another problem related to funding concerns the present limitation on funds which may be utilized for project administration. Title I, ESEA as amended in 1966 by Public Law 89–750 provides that the State Educational Agency shall administer programs of migrant education in the State. Present provisions limit funds which may be utilized for administration of such programs to one percent of the State's allocation.

recommendation:

- In order that the State Educational Agencies can provide proper and efficient management of the State's programs in migrant education, carry out State leadership activities, maintain consultative services and engage in planning activities at State and local levels, the amount allowed for administration activities should be increased to at least five percent of the State's allocation.

(NONE OF THESE FUNDING PROBLEMS CAN BE SOLVED AT THE STATE LEVEL; THEY REQUIRE FEDERAL ACTION.)

Another major problem area pertains to the identification of migrants. California's position in this regard appears to be unique among the states and is compounded by the variety of definitions of migrancy used by the various agencies concerned with migrants in this State.

Approximately 60 percent of California's migrants are home-based in the State. These people work in seasonal agricultural work, moving from place to place within the State. They tend to be crop specialists, yet they do not appear to follow regular paths in their migrations. Many do not migrate continuously, only intermittently, depending on crop, weather and seasonal variations. This makes it virtually impossible to distinguish many migrants whose children are eligible for assistance under Title I Migrant Education Programs from seasonal agricultural workers whose children are not eligible. Even the educational needs of these children are indistinguishable. The amendment to ESEA, Title I, providing continued eligibility for five years, only compounds the issue since most seasonal agricultural workers move at least occasionally, and their inclusion in the migrant program would soon dilute the funds available to the point that no programs would be effective. To ameliorate this situation, the State Department of Education is instituting surveys in all areas of the State to identify migrant children.

recommendation:

- A Federal definition of migrancy which can be uniformly applied is greatly needed.

Categorical aid, the provision of special services to some children over and above those provided for others, is a concept which is not universally accepted by educators. The idea of "equal education for all" has not, in all cases, been refined to include the concept of services according to individual need. This, combined with the issue of local autonomy of school districts in California, has required a particular degree of vigilance to assure that funds are spent and programs implemented for the purposes for which they were intended.

In order to deal with this situation more effectively, the California program has been reorganized for the current fiscal year. The State Department of Education no longer permits individual school districts to submit project proposals under the California Plan for the Education of Migrant Children. Instead, county-wide or multi-county segments of the State project have been organized, with individual schools contracting for services for migrant students with their regions by means of service agreements. It is anticipated that this regional organization will facilitate the supervision of project implementation at all stages; and improve program planning, implementation and evaluation to the end that the special educational needs of migrant children will be better served.

Some communities still prefer to ignore or even deny that migrants are present and need special help. Through the regional organization, it will be possible to initiate surveys in these communities so as to identify migrants and their needs, and to initiate programs of education to meet these needs.